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ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a two-semester course in home economics that is designed to provide ninth-grade students with an overview of the semester courses in home economics that are available to students in grades 10 through 12. The guide consists of a course description; general course objectives; a course content outline; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Addressed in the course content outline are the following topics: the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); family living and parenthood education, food and nutrition, consumer education, clothing and textiles, child development and guidance, and housing and home management. (MN)

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COMPREHENSIVE HOME ECONOMICS

SCOPE AND SEQUENCE

VOCATIONAL EDUCATION

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Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Comprehensive Home Economics Vocational Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

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INTRODUCTION

This Comprehensive Home Economics guide was developed to be used by Consumer and Homemaking teachers for ninth grade students. Material was developed from adopted textbooks, curriculum guides and other resources. The guide serves as a framework around which the teacher may develop an in-depth program designed for the specific needs of individual students.

COURSE DESCRIPTION

This two semester course, geared to ninth grade students, is designed to provide basic experiences in homemaking. Units of study in the areas of consumer education, foods and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles provide an overview of the semester courses available in grades 10-12.

GENERAL COURSE OBJECTIVES

1. To develop an awareness of all areas of home economics
2. To provide experiences in basic home economics concepts and skills
3. To make class activities relevant for both males and females
4. To emphasize current societal problems and concerns which impact on families
5. To develop an awareness of those jobs and careers related to the areas of home economics
6. To make Future Homemakers of America (FHA/HERO) an integral part of class activities

COURSE CONTENT FOR COMPREHENSIVE HOME ECONOMICS

(First and Second Semesters)

I. Orientation to Home Economics Education (1 week)

Specific objectives:

To list and describe the available home economics courses
To follow class rules and procedures

A. Get-acquainted activities

1. Mixers

2. Autobiography, resume and/or teacher-made student information forms

B. Course expectations and department procedures

1. The field of Home Economics

2. Rules and regulations

3. The Home Economics Department

II. FHA/HERO (2 weeks)

Specific objectives:

To state facts about FHA history and organization
To participate in FHA/HERO on a class and/or chapter level

A. Orientation

1. Purpose

2. Creed

3. History

4. Colors

5. Emblem

6. Flower

A. Orientation continued:

7. Banner

B. Organization

1. Parliamentary procedures
2. Election and duties of officers and committees
3. Program planning
4. Affiliations

C. Activities

1. Meetings—local, subregional, state
2. Service projects
3. School and community involvement
4. Proficiency events

III. **Family Living and Parenthood Education (8 weeks)**

Specific objectives:

To recognize factors which contribute to a positive self image
To describe multiple roles of individuals in society
To demonstrate satisfactory interpersonal relationships
To list and describe various family roles and functions throughout the life cycle
To recognize the importance of parental attitudes and relationships, heredity and environment and roles and responsibilities to the well being of the child

A. Self concept

1. Uniqueness of individuals
2. Maturity
3. Decision making
4. Goals for living

A. Self concept continued:

5. Community resources

B. Relationships

1. Family relationships and responsibilities

2. Friendship relationships and responsibilities

C. The family

1. Types of families

2. Life cycles

3. Changing society

4. Universal aspects of family

5. Community services for family

D. Parenthood Education

1. Decision to parent

2. Rights and responsibilities of parents

3. Demands of parenthood

4. Prenatal care and development

5. Birth process

6. Infant care and needs

7. Environment and resources for effective parenting

E. Job opportunities

1. Available jobs

2. Skills and qualifications

IV. Food and Nutrition (7 weeks)

Specific objectives:

Specific objectives continued:

To use good nutrition principles to plan well-balanced meals
To discuss laws and regulations affecting food
To give facts about energy conservation in food storage and preparation
To accurately follow a recipe
To demonstrate good work habits
To properly use and care for basic tools
To recognize job and career opportunities in the food industry

A. Nutrition

1. Food groups and personal nutrition
2. Nutrients: functions and sources
3. Food fads, fallacies and fad diets
4. Calorie and energy needs
5. Nutrition in the various stages of life cycle
6. Meal planning

B. Consumerism

1. Laws and regulations
2. Food purchases
3. Food storage
4. Energy conservation

C. Food preparation and service

1. Recipes: choice and use
2. Safety and sanitation
3. Basic tools and equipment
4. Table setting and dining etiquette
5. Luncheon foods
   a. Protein and starch cookery

5. Luncheon foods continued:

b. Vegetable cookery

c. Salads

d. Beverages

D. Job and career opportunities

1. Identification of available jobs

2. Skills and qualifications

V. Consumer education (2 weeks)

Specific objectives:

To devise a spending plan which shows wise decisions in setting priorities
To describe good shopping practices
To list responsibilities of the consumer and discuss legislative protection of the consumer
To tell ways in which conservation of energy and protection of the environment are necessary in our economy
To recognize job and career opportunities related to consumer education

A. Money management

1. Decision making

2. Budget and priorities

B. Shopping skills

1. Practices

2. Evaluation

C. Consumer protection

1. Consumer responsibilities

2. Rights, frauds, remedies

3. Media effects

D. Environment and the economy

D. Environment and the economy continued:

1. Conservation of resources

2. Environmental protection

E. Job and career opportunities

1. Identification of available jobs

2. Description of needed skills and qualifications

VI. Clothing and textiles (8 weeks)

Specific objectives:

To identify design elements in clothes
To list relationships between dress and personality
To apply knowledge of fabrics, labeling and advertising in shopping
To select proper equipment for each sewing activity
To demonstrate correct use and care of equipment
To apply basic construction skills to complete a simple project using a commercial pattern
To recognize job and career opportunities in the textile field

A. Selection

1. Communication through clothing

2. Taste and personality

3. Design elements

4. Current fashion trends

5. Wardrobe plans and care

B. Textiles

1. Fibers, fabrics and finishes

2. Labels and legislation

C. Equipment

1. Care and use of machine

2. Selection, care and use of small equipment

D. Construction

1. Pattern and fabric selection

2. Work habits and safety

3. Construction techniques

E. Job and career opportunities

1. Available jobs

2. Skills and qualifications

VII. Child development and guidance (2-3 weeks)

Specific objectives:

To recognize children's physical, social, emotional and intellectual needs for normal growth and development
To describe a safe and healthy physical and emotional environment for preschool children
To recognize positive guidance methods that are conducive to the development of acceptable behavior
To create play activities and materials that will provide children with opportunities to learn and develop
To describe job opportunities in child-related occupations

A. Basic needs of children

1. Physical

2. Social

3. Emotional

4. Intellectual

5. Hereditary and environmental variations

B. Health and safety

C. Guidance of children

1. Discipline

2. Teaching

VII. **Child development and guidance continued:**

C. Children's play

1. Activities

2. Materials

D. Job and career opportunities

1. Identification of available jobs

2. Descriptions of needed skills and qualifications

VIII. **Housing and home management (2-3 weeks)**

Specific objectives:

To identify housing options
To identify and analyze elements in time and energy conservation
To identify and demonstrate basic responsibilities involved in the care of the home
To complete one or more craft projects
To explore job and career opportunities in the housing field

A. Forms of available housing

B. Conservation

1. Time

2. Energy

C. Home care

1. Maintenance

2. Safety

D. Personal space

1. Decoration of personal space

2. Materials utilization

E. Careers in housing

1. Available jobs

E. Careers in housing continued:

2. Skills and qualifications

RESOURCE MATERIALS

Textbooks

Baker, Katherine Read, et al. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1971.

*Foster, Josephine, A., et al. Creative Living, Third Edition. New York: Butterick Publishing, Princeton, New Jersey: Visual Education Corporation, 1985.

Kelly, Joan and Eubanks, Eddye. Today's Teen. Bennett & McKnight (Glencoe), 1981.

Lewis, Dora, et al. Clothing and Your Personality. New York: MacMillan Publishing Co., Inc., 1974.

McDermott, Irene E., et al. Homemaking For Teenagers. Peoria, Illinois: Charles A. Bennett Co., Inc., 1972.

McGinley, Helen. Caring, Deciding and Growing. Ginn and Company, 1983.

White, Ruth Bennett. You and Your Food. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1976.

Curriculum Guides

A Concept/Skills Continum. Nashville, Tennessee: Metropolitan Nashville Public Schools, 1980-81.

Home Economics I Basic Core. Stillwater, Oklahoma: State Board of Vocational and Technical Education, 1977.

Family Living and Parenthood Education. Nashville, Tennessee: State Department of Education, 1980-81.

To Guide You in Future Homemakers of America in Tennessee. Nashville, Tennessee: Association of Future Homemakers of America.

* Basal text

Audio Visual

Filmstrips

Food and Nutrition Series, Butterick Publishing Company
Clothing Series, Butterick Publishing Company
Sewing Basics, Educational Dimension Group
Portrait of Teenagers, Parents Magazine Film Incorporated